



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12931848
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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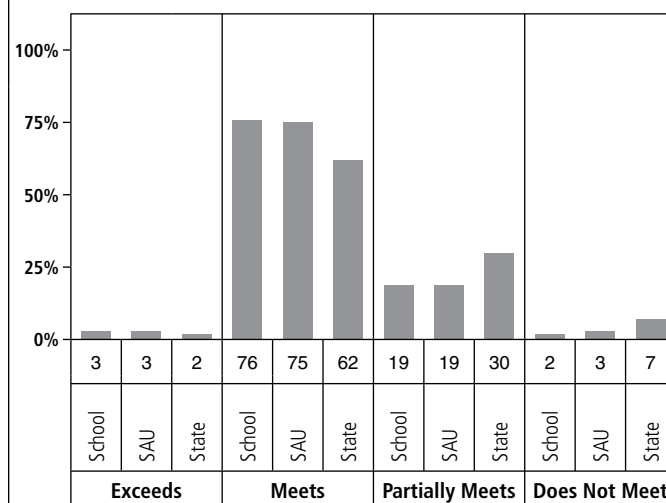
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

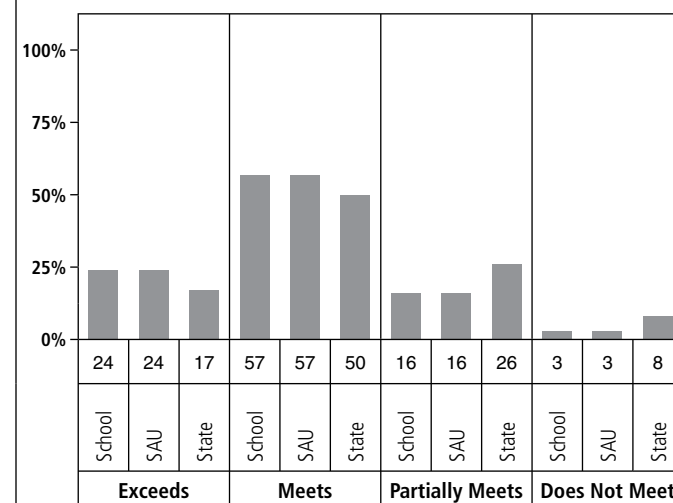
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	350	350	345
2006–2007	350	350	345
2007–2008	348	347	344
Cum. Avg. *	349	349	345
Mathematics			
2005–2006	352	352	344
2006–2007	358	358	347
2007–2008	353	353	347
Cum. Avg. *	354	354	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	116	100	117	100	13803	100	116	100	117	100	13714	99	116	100	117	100	13710	99						
Ethnicity African American/Black	2	2	2	2	399	3	2	100	2	100	391	98	2	100	2	100	392	98						
American Indian or Native Alaskan	1	1	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99						
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	113	97	114	97	12916	94	113	100	114	100	12846	100	113	100	114	100	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	25	22	26	22	2358	17	25	100	26	100	2333	99	25	100	26	100	2329	99						
Current LEP	1	1	1	1	371	3	1	100	1	100	357	96	1	100	1	100	361	98						
Economically disadvantaged	16	14	16	14	5584	40	16	100	16	100	5535	99	16	100	16	100	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	82	71	82	70	10650	77	91	78	91	78	10678	77						
Identified disability (PET/IEP)	2	2	2	2	475	4	5	5	5	5	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	33	28	34	29	2936	21	24	21	25	21	2911	21						
Identified disability (PET/IEP)	22	67	23	68	1735	59	19	79	20	80	1729	59						
LEP	1	3	1	3	197	7	1	4	1	4	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	11	33	11	32	986	34	5	21	5	20	958	33						
Participation through alternate assessment (PAAP)	1	1	1	1	123	1	1	1	1	1	121	1						
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	13	12	13	12	352	3
	2006-2007	5	5	5	5	332	2
	2007-2008	4	3	4	3	227	2
	Cum. Total*	22	7	22	7	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	78	70	78	70	8641	62
	2006-2007	86	87	86	87	8691	63
	2007-2008	87	76	87	75	8403	62
	Cum. Total*	251	77	251	77	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	16	14	16	14	3671	27
	2006-2007	7	7	7	7	3781	27
	2007-2008	22	19	22	19	4018	30
	Cum. Total*	45	14	45	14	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	4	4	4	1163	8
	2006-2007	1	1	1	1	1021	7
	2007-2008	2	2	3	3	938	7
	Cum. Total*	7	2	8	2	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	30.6	66.5	30.4	66.1	27.6	60.0
Literary Text	23	50	15.8	68.7	15.7	68.3	14.1	61.3
Informational Text	23	50	14.8	64.3	14.7	63.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Wells-Ogunquit CSD
 School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	115	4	3	87	76	22	19	2	2	348	116	3	75	19	3	347	13586	2	62	30	7	344
Ethnicity																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	112	4	4	84	75	22	20	2	2	348	113	4	74	19	3	347	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	24	1	4	10	42	11	46	2	8	342	25	4	40	44	12	341	2210	0	32	48	20	338
No	91	3	3	77	85	11	12	0	0	349	91	3	85	12	0	349	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	114	4	4	87	76	21	18	2	2	348	115	3	76	18	3	347	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	16	0	0	10	63	5	31	1	6	345	16	0	63	31	6	345	5450	1	49	39	11	341
No	99	4	4	77	78	17	17	1	1	348	100	4	77	17	2	348	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	115	4	3	87	76	22	19	2	2	348	116	3	75	19	3	347	13581	2	62	30	7	344
Gender																						
Female	60	3	5	44	73	12	20	1	2	349	60	5	73	20	2	349	6567	3	65	27	5	345
Male	55	1	2	43	78	10	18	1	2	346	56	2	77	18	4	346	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	10	67	5	33	0	0	345	15	0	67	33	0	345	2004	0	37	49	14	339
No	100	4	4	77	77	17	17	2	2	348	101	4	76	17	3	348	11582	2	66	26	6	345
Gifted/talented program																						
Yes	6	1	17	5	83	0	0	0	0	358	6	17	83	0	0	358	125	11	87	2	0	355
No	109	3	3	82	75	22	20	2	2	347	110	3	75	20	3	347	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Wells-Ogunquit CSD
 School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	75	0	0	1	25	343	3	0	75	0	25	343	6	0	43	39	18	340
B. less than one hour	83	2	2	77	80	17	18	0	0	348	84	2	79	18	1	348	79	2	65	28	5	345
C. one to two hours	10	2	18	7	64	2	18	0	0	349	9	18	64	18	0	349	12	2	60	31	7	344
D. more than two hours	3	0	0	0	0	3	75	1	25	332	3	0	0	75	25	332	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	0	0	35	80	8	18	1	2	348	38	0	80	18	2	348	29	3	62	28	7	345
B. They match some of what I have learned.	43	4	8	37	76	8	16	0	0	349	43	8	76	16	0	349	48	2	67	27	4	345
C. They match just a little of what I have learned.	14	0	0	11	69	4	25	1	6	344	14	0	69	25	6	344	15	1	56	34	9	343
D. There is no match.	4	0	0	3	60	2	40	0	0	341	5	0	50	33	17	339	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	2	6	26	72	6	17	2	6	348	31	6	72	17	6	348	42	3	67	24	6	346
B. good	57	2	3	50	76	14	21	0	0	348	57	3	76	21	0	348	46	1	62	32	5	344
C. fair	10	0	0	9	82	2	18	0	0	346	9	0	82	18	0	346	10	0	48	42	10	341
D. poor	2	0	0	2	100	0	0	0	0	348	3	0	67	0	33	341	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	19	1	5	13	59	8	36	0	0	346	20	4	57	35	4	345	22	1	48	38	12	341
B. about the same as my regular schoolwork	58	3	5	55	83	7	11	1	2	349	57	5	83	11	2	349	57	2	68	26	4	346
C. easier than my regular schoolwork	23	0	0	18	69	7	27	1	4	345	23	0	69	27	4	345	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	16	0	0	9	50	8	44	1	6	341	17	0	47	42	11	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	59	1	1	58	87	8	12	0	0	349	59	1	87	12	0	349	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	25	2	7	19	68	6	21	1	4	349	25	7	68	21	4	349	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	18	2	10	16	76	1	5	2	10	349	18	10	76	5	10	349	19	3	65	27	6	346
B. 20 minutes to an hour	42	1	2	37	77	10	21	0	0	348	42	2	77	21	0	348	47	2	68	25	5	346
C. less than 20 minutes	20	0	0	17	74	6	26	0	0	345	20	0	74	26	0	345	19	1	56	35	8	343
D. I rarely read at home.	19	1	5	16	73	5	23	0	0	347	20	4	70	22	4	346	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	40	1	2	32	73	9	20	2	5	347	41	2	71	20	7	346	28	1	56	33	9	343
B. six to ten pages	28	3	10	25	81	3	10	0	0	351	28	10	81	10	0	351	23	1	63	29	7	344
C. eleven or more pages	32	0	0	25	71	10	29	0	0	345	32	0	71	29	0	345	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	0	0	0	0	1	100	322	50	0	0	0	100	322						
B.	0										0											
C.	50	0	0	1	100	0	0	0	0	346	50	0	100	0	0	346						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	28	25	28	25	1295	9
	2006-2007	33	33	33	33	1985	14
	2007-2008	28	24	28	24	2277	17
	Cum. Total*	89	27	89	27	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	56	50	56	50	6852	49
	2006-2007	56	57	56	57	6990	51
	2007-2008	66	57	66	57	6764	50
	Cum. Total*	178	55	178	55	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	25	23	25	23	4081	29
	2006-2007	9	9	9	9	3673	27
	2007-2008	18	16	18	16	3504	26
	Cum. Total*	52	16	52	16	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	2	2	2	1638	12
	2006-2007	1	1	1	1	1193	9
	2007-2008	3	3	4	3	1044	8
	Cum. Total*	6	2	7	2	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.5	70.0	10.5	70.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.8	77.1	10.8	77.1	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.4	68.0	3.2	64.0
Cluster 4: Patterns	14	29	9.8	70.0	9.7	69.3	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Wells-Ogunquit CSD
 School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	115	28	24	66	57	18	16	3	3	353	116	24	57	16	3	353	13589	17	50	26	8	347
Ethnicity																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	112	28	25	65	58	16	14	3	3	353	113	25	58	14	4	353	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	24	1	4	13	54	7	29	3	13	343	25	4	52	28	16	341	2208	6	35	37	21	338
No	91	27	30	53	58	11	12	0	0	356	91	30	58	12	0	356	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	114	28	25	66	58	17	15	3	3	353	115	24	57	15	3	353	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	16	4	25	7	44	5	31	0	0	349	16	25	44	31	0	349	5452	9	45	33	12	343
No	99	24	24	59	60	13	13	3	3	354	100	24	59	13	4	353	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	115	28	24	66	57	18	16	3	3	353	116	24	57	16	3	353	13584	17	50	26	8	347
Gender																						
Female	60	20	33	30	50	8	13	2	3	355	60	33	50	13	3	355	6565	15	49	27	8	347
Male	55	8	15	36	65	10	18	1	2	351	56	14	64	18	4	350	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	1	7	9	60	4	27	1	7	346	15	7	60	27	7	346	2004	5	39	41	15	339
No	100	27	27	57	57	14	14	2	2	354	101	27	56	14	3	354	11585	19	52	23	6	349
Gifted/talented program																						
Yes	6	6	100	0	0	0	0	0	0	375	6	100	0	0	0	375	125	70	30	0	0	366
No	109	22	20	66	61	18	17	3	3	352	110	20	60	16	4	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Wells-Ogunquit CSD
 School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	50	1	25	1	25	338	3	0	50	25	25	338	6	9	40	33	18	340
B. less than one hour	83	27	28	55	57	13	14	1	1	355	84	28	57	13	2	354	79	18	52	24	6	348
C. one to two hours	10	1	9	8	73	2	18	0	0	350	9	9	73	18	0	350	12	16	48	27	8	347
D. more than two hours	3	0	0	1	25	2	50	1	25	330	3	0	25	50	25	330	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	16	31	31	61	4	8	0	0	358	44	31	61	8	0	358	37	22	50	22	6	350
B. They match some of what I have learned.	43	10	20	30	61	8	16	1	2	351	42	20	61	16	2	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	9	2	20	4	40	4	40	0	0	348	9	18	36	36	9	345	12	9	44	36	11	342
D. There is no match.	4	0	0	1	20	2	40	2	40	327	4	0	20	40	40	327	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	13	27	29	59	7	14	0	0	355	46	26	58	14	2	354	39	25	48	20	7	350
B. good	36	8	21	21	54	9	23	1	3	351	36	21	54	23	3	351	46	14	52	27	7	347
C. fair	16	4	24	11	65	1	6	1	6	351	16	24	65	6	6	351	12	8	49	35	9	343
D. poor	2	0	0	1	50	0	0	1	50	328	2	0	50	0	50	328	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	12	2	14	6	43	5	36	1	7	345	13	13	40	33	13	343	17	7	41	35	17	340
B. about the same as my regular schoolwork	67	19	25	49	64	7	9	2	3	354	66	25	64	9	3	354	59	18	53	24	5	349
C. easier than my regular schoolwork	21	7	29	11	46	6	25	0	0	354	21	29	46	25	0	354	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	6	18	19	56	9	26	0	0	351	30	18	56	26	0	351	32	13	47	30	10	345
B. two or three days a week	39	14	32	27	61	3	7	0	0	357	38	32	61	7	0	357	30	20	52	23	5	349
C. two or three times each month	16	4	22	12	67	2	11	0	0	354	16	22	67	11	0	354	19	20	53	21	6	350
D. never or almost never	16	3	17	8	44	4	22	3	17	344	17	16	42	21	21	342	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	4	2	40	0	0	2	40	1	20	343	4	40	0	40	20	343	7	5	34	40	20	338
B. two or three days a week	18	5	24	14	67	2	10	0	0	354	19	23	64	9	5	352	18	15	50	27	8	346
C. two or three times each month	38	12	27	25	57	7	16	0	0	355	38	27	57	16	0	355	28	21	53	21	4	350
D. never or almost never	39	9	20	27	60	7	16	2	4	351	39	20	60	16	4	351	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	5	56	4	44	0	0	344	9	0	50	40	10	341	16	8	42	36	13	342
B. 30–45 minutes	23	5	19	17	65	4	15	0	0	353	23	19	65	15	0	353	30	14	53	26	7	347
C. 45–60 minutes	30	12	35	15	44	5	15	2	6	353	30	35	44	15	6	353	32	22	51	22	5	350
D. more than 60 minutes	39	10	22	29	64	5	11	1	2	354	39	22	64	11	2	354	22	20	49	23	7	349
Optional school/SAU question																						
A.	50	0	0	0	0	1	100	0	0	330	50	0	0	100	0	330						
B.	0										0											
C.	50	0	0	1	100	0	0	0	0	356	50	0	100	0	0	356						
D.	0										0											